

Standards-Based Performance Assessment: Reading

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Workshop Schedule

9:00-9:15	Introduction
9:15-10:00	FL Standards and IPA
10:00-10:15	Questions and discussions
10:15-10:30	Break
10:30-11:00	Creating your IPA Tasks
11:00-11:30	Sharing your IPA tasks
11:30-11:45	Questions, challenges and concerns

Performance-based Assessment

Performance-based assessment

- requires students to “do something with the language” ;
- provides opportunities for students to demonstrate what they can do with the language;
- informs about their instruction.

(Adair-Hauck et al., in press)

Authentic Assessment

An assessment is authentic if it

- assesses the student's knowledge and abilities in **real-world** situations;
- allows appropriate opportunities to rehearse, **practice, consult resources, and get feedback** on performances and production
- Includes tasks in which students can collaborate and cooperate in ways **similar to the literacy-related events of community**

(Valencia, et al., 1994)

Standards-Based FL Instruction

Communication: Communicate (interpret, interact, and present) in the target language

Cultures: Gain knowledge and understanding of culture

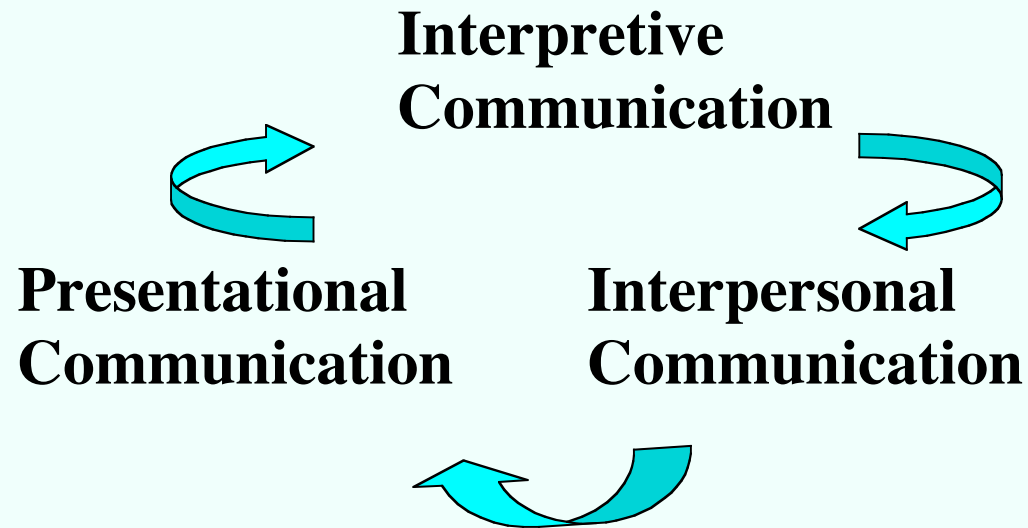
Comparisons: Develop insight into the nature of language and culture through cross-linguistic/cultural comparisons

Connections: Connect with other disciplines and acquire information

Communities: Participate in multilingual communities at home and around the world

(National standards in Foreign Language Education Project, 1999)

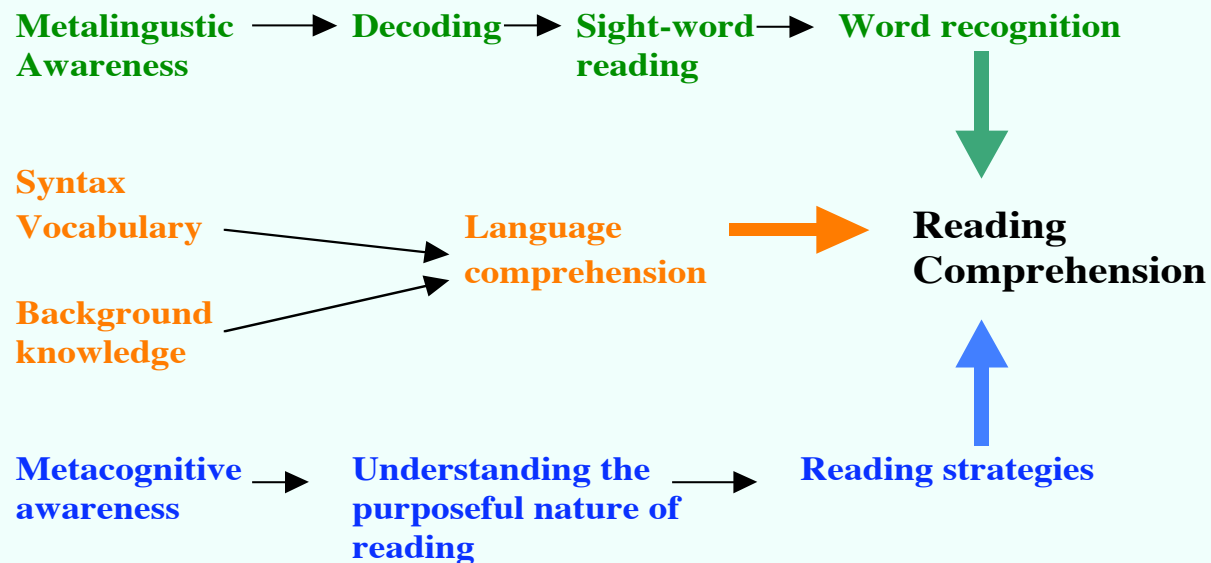
Integrated Performance Assessment: A Cyclical Approach



(ACTFL Assessment Project 1998)

Model of Reading Development

Cognitive model of reading assessment (McKenna & Stahl, 2003)



Standards-based Reading Assessment: Performance Expectations

(ACTFL Integrated Performance Assessment, 2003)

Novice	Intermediate	Advanced
Key word recognition	Key word recognition	Key word recognition
Main idea detection	Main idea detection	Main idea detection
	Supporting detail detection	Supporting detail detection
		Inference
		Discourse organization
		Author/culture perspectives

Standards-based Reading Assessment: Assessment Components

The PAU

Literal Comprehension

Key word recognition

Main idea detection

Supporting detail
detection

Interpretive Comprehension

Inference

Discourse organization

Author/culture perspectives

The McKenna/Stahl Model

Word recognition

Language comprehension

Language comprehension

Lg. comp + Strategies

Lg. comp + Strategies

Lg. comp + Strategies

PAU and FL Standards

Communication: Interpretive mode

Using text information for other modes of communication

Cultures: Understanding text-based information

Comparisons: Analyzing text-based information

Connections: Extending text-based information

Communities: Using text-based information

PAU, FL Standards and Performance Assessment

Basic principles

- Authentic reading purposes
- Level-appropriate expectations/assessment goals

Communication and Culture

- Measuring the skills for text-information understanding
- Tasks for measuring locally assembled text information

Comparisons and Connections

- Tasks requiring text information analysis
- Measuring the skills for “reading to learn”

Community

- Activities requiring use of text information for real-life communication

Standards-based Reading Assessment: Sources of Novice-level texts

Highly contextualized with visual displays

Print information --> mostly words, some sentences

- Simple description of people from a popular cultural magazine
- Highly contextualized product advertisements
- Highly contextualized public service announcements
- Sales advertisements from a supermarket
- Simple personal letters or email correspondence

(ACTFL Integrated Performance Assessment, 2003)

Standards-based Reading Assessment: Novice-level Expectations and Sample tasks

Key word recognition

- comprehension questions

- word translation

- word hunting

Main Idea detection

- comprehension questions

- cultural comparison

(ACTFL Integrated Performance Assessment, 2003)

Let's work together!

Sample novice task(1)

**小澤征爾を音楽監督に迎え、
世紀のプロジェクトが発進！**

音楽監督 小澤征爾

アーティスティック・アドバイザー イオアン・ホレンダー

日時 2005年3月13日(日)、14日(月)、
3月16日(水)～20日(日)、22日(火)

場所 東京文化会館 大・小ホール

 Yahoo!チケットの先行抽選で
S席・A席に当選した方全員に
公演プログラムプレゼント！
※先行抽選販売は終了しました。



Let's work together!
Sample novice sample (2)



Let's work together!

Sample novice task(3)



Standards-based Reading Assessment:

Sources of Intermediate-level texts

Highly contextualized materials

Familiar topics

Print information --> mostly sentences

- Highly contextualized product advertisements
 - Highly contextualized public service announcements
 - Interviews or surveys from youth-oriented (age appropriate) magazines
 - Simple stories
 - Personal letters and email correspondences
 - “Dear Abby” columns of personal interest
- (ACTFL Integrated Performance Assessment, 2003)

Standards-based Reading Assessment: Intermediate-level Expectations and Sample Tasks

Key word recognition

Main Idea detection

comprehension questions

cultural comparison

Supporting details

(ACTFL Integrated Performance Assessment, 2003)

Constructing your assessment tasks: Procedures

1. Decide which proficiency level you plan to assess
2. Consider ways of locating appropriate “reading” materials
3. Select sub-skills
4. Design tasks to measure the selected sub-skills
5. Design activities to create an opportunity to use text information
6. Contextualize the assessment (providing specific reading purposes)

Let's Share Your IPA Tasks!

Describe Your Assessment Design

- Proficiency level
- Sources of appropriate “reading” materials
- Target sub-skills
- Sample tasks
- Sample activities
- Reading purposes

Let's Share Your IPA Tasks!

Evaluate Your Assessment Design

Assessment components:

- Reading purposes

- Reading materials

- Assessment tasks

- Assessment activities

- Use of text information

Criteria:

- Authenticity

- Proficiency level

- FL Standards (5Cs)

Any questions and/or concerns?

謝謝！